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REPORT OF THE EDUCATIONAL POLICY COMMITTEE
To
The Faculty of Middlebury College
April, 1960

Since its original Report to the Faculty of September, 1959, the Educational Policy Committee has been revaluating its recommendations and completing the study of some parts of its curricular design left unfinished by its summer committee. At least thirty-five members of the Middlebury faculty and administration have participated in the deliberations which lie behind these revised proposals. In general, the purpose of these revisions is to allow for increased maneuvrability for both the faculty and the student. It is the Committee's hope that these recommendations will better accommodate the needs of the various departments.

Although the recommendations contained here supplant those tentatively proposed on pages 2 through 11 of the original report, the Educational Policy Committee reaffirms the general spirit and philosophy underlying the four-course curriculum. The Committee believes that the four-course program will better enable a student to acquire intellectual curiosity and independence which can prepare him for a lifetime of self-education. The new curriculum would allow him to progress more rapidly toward assuming independent initiative and intellectual enterprise. By focusing upon four courses at a time, a student could be encouraged to experience the satisfaction of mastering a discipline more thoroughly than may now be possible. The emphasis of such a program would be upon training judgment and forming intelligent minds, on the formative as well as on the informative. For the Faculty these proposals would help establish a new pattern of faculty work with fewer class preparations and more time for study and for conferences with students.

Rather than asking the Faculty to vote on the entire proposed program as a unit the Committee requests a series of separate votes on the recommendations contained in this report. It will be the responsibility of the Educational Policy Committee elected for 1960-61 to reconcile, if necessary, any inconsistencies in the revised curriculum which might result from the passing of some recommendations and the defeat of others and to present for faculty consideration during 1960-61 a coherent design for the revised curriculum.

The Educational Policy Committee recommends to the Faculty of Middlebury College:

1. That the normal program of study for each student be four courses.

Under this proposal the requirements for graduation would be the passing of 16 year-units. One of these units would be Independent Study and the General Examination if adopted. (Each year-course should be considered as equivalent of 8 credits under the system of accreditation now in effect at Middlebury.) No regular student would be allowed to elect fewer than four courses a semester without permission of the Dean and the Chief Adviser. A student could not carry more than four courses without permission of the Dean and the Chief Adviser unless he was in the top quarter of his class during the previous year. It is recommended that a student be charged additional tuition only if the extra work were needed to make up academic deficiencies.

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As a spine extending through the first two years of a student's work, the Committee recommends:

2. That English 12 be required of all Freshmen.

3. That a revised course in Contemporary Civilization be required of all Sophomores.

If a student is to be allowed greater academic freedom for independent study, he must be adequately trained during his first two years in college. English 12 and the revised Contemporary Civilization would aim particularly at making the student responsible for a larger share of his education. These courses could be particularly helpful in increasing the significant work of a formative nature. In both courses more writing could be demanded and higher standards expected. If written work is to be demanded at frequent intervals and rigorously evaluated, if frequent conferences are to be held with each student, and if classroom discussion is to be a vigorous exchange between student and instructor, then small sections of English 12 and the revised Contemporary Civilization would be essential.

The Educational Policy Committee endorses the aims and design of the proposed English 12, a course recommended to the Faculty as the majority report of the Department of English and described in this report as Appendix A. The description of the proposed revised Contemporary Civilization course appears as Appendix B.

The Educational Policy Committee proposes as additional college requirements:

4. That, as at present, a year of laboratory science in one of the Departments of Biology, Chemistry, Geology, or Physics, be required of all students.

5. That, as at present, students be required to demonstrate a satisfactory knowledge of an ancient or modern foreign language before graduation.

A student who starts a language at Middlebury would be able to achieve a satisfactory knowledge of a language in three semesters in view of the greater worth of the course and the greater share of the student's time that the language instructor can command. The Division of Foreign Languages is agreed on the desirability of holding four class-meetings a week in addition to work in the language laboratory and requiring two hours of laboratory or outside preparation for each class meeting as at present. Because of the greater demands being placed upon the Division in its elementary courses, additional help will have to be supplied to members of the Division by increasing the size of the departments, employing more graduate and technical assistants, or by expanding the facilities of the language laboratory. Noting that some members of the Faculty were fearful that a rigid three-semester requirement in a foreign language would work a hardship on the students under a four-course program, the Committee asked Dr. Freeman to set forth the ways in which a student might satisfy the proposed language requirement. Extracts from his letter of February 17, 1960, to the Educational Policy Committee are attached as Appendix C.

The Committee also recommends:

6. That the following courses, in addition to English 12, science and language, be open to Freshmen:
    a. The Humanities Courses
        1) Music 13 (A one-semester course to be offered each semester)
        2) Philosophy 11 (A one-semester course to be offered each semester)

6.

b. The Social Science courses
   1) History 12
   2) Political Science 11
   3) Psychology 11
   4) Sociology 12

c. Mathematics 11 or 12

Students who come with advanced standing or preparation in any subject would be allowed to continue beyond the freshman level in the subject if they so choose.

The reasons for the inclusion of the Humanities electives in the revised recommendations are several. The Committee has been concerned with the possibility of undue rigidity in the freshman year. This revision may better accommodate students who, for example, have passed the language requirement upon entrance and who seek a second elective. By repeating their semester-course in the spring, the Departments of Music and Philosophy will help solve the problem of those Freshmen who wish to change their programs second semester. It is understood that, with permission, History 12.2, Political Science 11.2, and Sociology 12.2 would also be open to Freshmen without their having taken the first semester's work. Such arrangements would provide the necessary flexibility in the spring semester. The Departments of French and Spanish have been asked to consider, should the need arise, offering simultaneously each semester the first and second semesters of their freshman courses.

The recommended freshman electives would provide a choice of courses in all four divisions. Further, students would be allowed to elect two courses from any division if they desire. A Philosophy - Music combination would provide an opportunity for greater breadth in the freshman program. In effect, with the exception of the present History 13, this recommendation reaffirms the status quo of the freshman year established by the Faculty in recent years.

The Educational Policy Committee wishes to postpone any consideration at this time of Middlebury's participation in the Army R.O.T.C. program. Because of the change in the policy of the Department of Defense which has taken place since the original report of the Educational Policy Committee, it will be necessary for the Faculty and Administration to review its assumptions about R.O.T.C. at Middlebury. Therefore, the Committee recommends that it be made a subject for study during 1960-61. The policy statement concerning the attitude of the Department of Defense toward compulsory R.O.T.C. is contained in a letter received by Arthur S. Adams, President of the American Council on Education, from Charles C. Finucane, Assistant Secretary of Defense, dated February 15, 1960. It is attached as Appendix D.

To assure a desirable balance between the work in the area of academic concentration and the area outside it, the Educational Policy Committee proposes:

7. That, if a four-course program is approved, each student be required to take six (6) of the sixteen units of work outside the division in which he majors.

In order to find a satisfactory way of assuring that a student's liberal background would not be forsaken for narrow specialization, the Committee requested a subcommittee of the Faculty to consider the question. This recommendation is the conclusion which it arrived at. The complete subcommittee report appears in Appendix E.

This proposal insures as a guaranteed minimum that any student, after satisfying college requirements, would have three year-courses (the equivalent of 24 credits) of free electives outside the division of his major. On the other hand, if a student selected a major making the minimum allowable demands in the department (three year-courses and Independent Study - the equivalent of 32 credits), he could have, depending upon his major department and his language proficiency upon entrance at Middlebury, up to a maximum of nine year-courses (72 credits) outside his department. In many major programs students will have about six year-courses (48 credits) of extra-departmental electives. Under the recommended rule, at least three of these electives would be also outside the division. In actual practice, therefore, it would seem that these proposals would insure, in nearly all cases, a student's taking at least one course in the humanities beyond the required English 12 and one course in social science beyond the required revised Contemporary Civilization.

As the Major Program the Committee proposes:

8. That each student during the registration period at the end of his freshman year shall, in consultation with his faculty adviser, elect a major subject, but he may change his selection after consultation with a representative of the two departments concerned at any time up to the beginning of his junior year. After this time a change of major subject can be made only by permission of the Chairman of the Department into which the student is transferring, of the Dean and of the Chief Adviser.

9. That, if the four-course plan is adopted, a major, administered by a major department, shall consist of a program of four or more required year-courses, at least three of which shall be within the major department. These courses may be the same for all students within the department or they may, if the department desires, be varied in accordance with the objectives of the students. It is recommended that each department consider seriously the advisability of requiring one or more cognate courses as a part of its major program.

The Committee further proposes:

10. That the major include a unit of Independent Study during the senior year under the general supervision of a departmental advisor. This program is intended to foster the student's capacity for individual study. It is not organized in course-form, but its demands shall be such as to constitute the equivalent of one of the sixteen units required for the degree, and it shall include preparation for the General Examination. Independent Study shall be left independent of the usual methods of course procedure. It shall be without credit and without grades. It is suggested that some part of the reading be done in a foreign language.

This proposal adopts the recommendation of a faculty subcommittee which urged that the implementation of a program of Major Reading be made more flexible than it appeared in the original report of the Educational Policy Committee. This recommendation would allow departments to combine a reading program with research projects, laboratory experiments, and field trips, where the departments believed them to be a useful and integral part of a program of independent study.

It is further proposed:

11. That a major include the General Examination, which shall test the student's proficiency and command of subject matter in the broad field of his major subject, drawing upon material in which he has prepared himself in his major department courses and advisably in one or more cognate courses and, if Recommendation 10 is approved, in Independent Study.

    a. The General Examination shall include at least six hours of written examination. At the option of the department an oral examination for each student may be added.

    b. The grade on the General Examination shall be the equivalent of a grade in a year-course.

    c. 60-courses, as such, shall not be offered, although their content may be part of the regular department offerings.

Although the recommendations for a new major program do not provide for the joint and double major as presently constituted, it is the Committee's intent to encourage majors which depend in part on material drawn from other departments. The Departments of Biology and Chemistry, which now offer a joint major, should make suitable provisions to maintain the Pre-Medical Program. It seems best, however, for a student to work with a major adviser in one department in creating a program adapted to the student's particular interests.

The Educational Policy Committee recommends:

12. That, if a four-course curriculum is approved, the College first convert the freshman year to the four-course curriculum in the fall of 1961, followed a year later (fall of 1962) by the conversion of all other courses.

This recommendation comes as the report of a faculty subcommittee established to study the problems of converting to a four-course program. The complete report of this subcommittee is attached as Appendix F.

A subcommittee consisting of the Dean of Men, the Dean of Women, and the Dean of Freshman Men is reconsidering the present probationary and D-credit rules, the course-warning system, attendance requirements, the penalties for cutting which at present involve loss of academic credit, as they would appear under a four-course plan, and a Committee recommendation that students who attain an average of 85 in their courses at the end of the semester be placed on the Dean's List. Since these rules regarding academic honors and deficiencies are not integral to the proposed curriculum revision, they can be discussed and voted on later.

The Educational Policy Committee recognizes that, if a four-course plan is approved, the problem of implementation is a crucial one. The program will stand little chance of success unless properly implemented. This point has been discussed on several occasions with Dr. Stratton and with the Trustee Committees on Instruction, Women's Activities, and Ways and Means. The President recognizes that it would be the responsibility of the administration to implement the program in good faith to the best of its ability.

The size of the faculty under a four-course curriculum has been discussed throughout the year. The Committee has strongly recommended temporary additions to the staff of the English Department, as needed, to convert from the present English 10 and English 11 to the proposed English 12. It has also recommended a permanent increase in the size of the Department of Contemporary Civilization, although men from other disciplines may be appointed to teach part-time in this course and part-time in the field of their specialty. With the Division of Foreign Languages meeting all students in freshman courses four times a week, additional assistance will have to be provided these departments. It could take the form of increases in the size of departmental staffs, the number of teaching assistants or laboratory technicians, and/or by expanding the facilities of the language laboratory.

The new program of itself probably will not necessitate a large increase in the size of the Middlebury faculty. President Stratton has made it clear that he does not see any reason to expect, on the other hand, that adoption of a four-course program would occasion any decrease in the size of the faculty. He has pointed out also that certain departments, essential to the College, which might be affected by curtailment of total student course-selections have now only the minimum of staff and therefore could not be reduced.

At the present time it is impossible to predict accurately how student-registrations will affect the student-loads of individual faculty members. With students electing one course less each semester, clearly an over-all reduction in this dimension of the work-load will occur. But this reduction is not likely to be distributed evenly among courses or faculty. For some courses enrollments will remain about as high as they are now. Moreover, the more exacting kind of work in each course which is envisioned in the new program and the more extensive occasion for individual attention in connection with Independent Study and the General Examination will entail an increase in the work-load in other dimensions. Adequate staffing will be essential to effective performance. Only experience will show at what points new staff will be needed. Conversion over the two-year period 1961-62 through 1962-63 would provide opportunity for some factual estimate of these needs.

In the Reports of the Departments, a case is presented in a number of instances for increased staff. The reports of the Departments of Classics, Fine Arts, Philosophy, and Political Science have included materials of this sort. In a number of instances, also, additional resources in secretarial help, testing devices, or laboratory equipment are called for. Fine Arts, History, and Psychology are to be noted in this connection. There may well be similar or other needs elsewhere which are not mentioned, for it is evident that the departments have not all proceeded on the same basis in preparing their reports. For the most part, though obviously not entirely, the needs listed in the departmental reports are needs already present and unlikely to be modified extensively by the adoption of the four-course curriculum. This is not to say that these needs can be overlooked as a careful study of the pertinent reports will show. The additional needs directly consequent upon the four-course program, however, appear to be of dimensions moderate enough to be entirely manageable.

From the academic year 1955-56 through 1960-61 staff increases have been made in many departments. Excluding teaching or laboratory assistants, additions have been made to the following departments during the six-year period: American Literature, Biology, Chemistry, Contemporary Civilization, Economics, English, Geology-Geography, German, History, Mathematics, Psychology, Russian* and Sociology. The Dean of the Faculty reports that these additions result in a net increase of 17½ members of the teaching faculty during this period. It is reasonable to expect that this development will continue. On this basis it would appear that such enlargements of staff and

* Teacher Training,

increased facilities as are necessary to the effective implementation of the four-course program can be provided. In view of the difficulty of estimating these needs in advance with exactness, however, there is bound to be an element of uncertainty in planning the academic budgets for two or three years.

The Committee points out that previous phases of its work have been adequately implemented. At its request an additional member of the Department of Contemporary Civilization was hired when the present design of the course was voted in 1956. Departments now have available modest budgets for the expenses of faculty members invited to Middlebury to participate in the College's Honors Program. The Committee's request for funds to institute the present evaluation of the curriculum led to the attainment of a $15,000 grant from the Fund for the Advancement of Education. Successful implementation of the Program of Teacher Training, proposed by the Educational Policy Committee and voted by the Faculty in 1959, is assured with the recent $111,500 grant from the Fund for the Advancement of Education. The Committee is confident that necessary expenditures arising from the adoption of a four-course program will also be met.

The Educational Policy Committee recognizes that the four-course program for Middlebury is not a final solution of all educational problems. The Committee hopes that this revised report will suggest that the program can be seen as a flexible experiment which can be subject to modification and revision as departments work out their programs. The Reports of the Departments on Implementation indicate that the program is workable. If the recommendations of the Educational Policy Committee find favor with the Faculty and the Board of Trustees, future Educational Policy Committees and the Faculty must remain alert to the difficulties faced by some departments in accommodating themselves to the structure of the plan and should be prepared to modify this structure whenever it seems desirable. The Educational Policy Committee recognizes, furthermore, that other problems of the Middlebury curriculum remain yet to be evaluated. The Committee hopes that its work this year will provide a solid basis for further study.

The Educational Policy Committee has requested that the President call a special meeting of the Faculty in early May to receive these recommendations. Because of their especial importance, the Committee believes that it is essential that the Faculty be allowed to express its will in a clear and unambiguous manner. The Committee requests, therefore, that if any faculty member wishes to make an amendment to these proposals, he do so either in writing to the Committee or on the floor of the special faculty meeting so that any amendments, like the recommendations, may first be discussed by the Faculty in orderly fashion before coming to a vote. In order that every member of the Faculty may be allowed an opportunity to record his opinion, the Committee has requested of the President that written ballots be prepared on these motions and that the Faculty be allowed to cast their ballots in a ballot box in the Office of the Registrar during a two-day period later in May.

Appendix A
Proposed English 12.1 and 12.2
(Required for all freshmen)

OBJECTIVES OF COURSE:

1. To teach reading, especially reading of literature.
2. To teach writing, especially critical writing.
3. To provide a significant and rewarding experience in reading literature.
4. To broaden the student's intellectual background.

READING:

1. The basic organization of the course would be by major genres. Class procedure would involve daily close examination of texts (intensive reading) and biweekly discussion of complete works of considerable length (extensive reading). The instructor would focus attention on reading technique, appreciation of the literary experience, and evaluation of great works of literature. Critical papers dealing with the readings of the syllabus would be assigned about every two weeks (approximately six papers a semester averaging 1000 words each).

2. The main body of reading in the course would be in English literature.

3. Some of the extensive readings would be in translation. These readings would be chosen on the basis of one or more of the following criteria:

    a. Exemplification of genre.
    b. Parallel treatment of theme.
    c. Applicability of reading technique.
    d. Richness in providing intellectual background for further reading of literature.

During the first semester the lyric, short story, and drama would be studied, the semester concluding with a close reading of two plays of Shakespeare, a tragedy and a comedy, and one of Shaw. The extensive readings would include selections from the Bible, Homer, Sophocles, Ovid, Chaucer, Molière, and Joyce.

During the second semester the epic, satire, and the novel would be studied. Authors read during the second semester would include Virgil, Milton, Pope, Swift, Byron, Fielding, and Voltaire with some choice among the novelists Sterne, Austen, Hardy, Conrad, Lawrence, Joyce, Stendhal, Gide, Mann, and Dostoevski.

Appendix B

CONTEMPORARY CIVILIZATION

The C.C. Department invites your attention to the history and present character of its offerings before it presents a brief outline of its reflections concerning the four-course curriculum. In this background you will recognize that the course is still experimental, it has a certain content and procedures which can be utilized in a new curriculum, and it has acquired experience which merits review.

History

The present course is a product of the first efforts of the EPC to revise the Middlebury Curriculum in 1955-1956. At that time it was decided to begin revision with the Freshman courses and examination was made of this course and the English course. Only the results of the C.C. study were brought before the Faculty for a formal vote at this time. The enclosed Appendix contains the exact proposal which was adopted by a unanimous vote of the Faculty on 21 March 1956. The changes inaugurated by this decision were dramatic and precise. In essence, as follows:

1. Personnel: Increase in the size of the Department from 1 3/4 men to three full-time men, as a minimum (for handling 350-80 students).

2. Procedure: Class work to be done in discussion groups of 30 (maximum), meeting three times a week (change from three lectures before two groups of 180 students each and one discussion group of 25-30 students once a week); bulk of grading and correcting of papers to be done by the staff; students to read the same materials with study based upon such material, primarily.

3. Content: General suggestions were made as to subject material: 1st Semester to be concerned with "root aspects" of contemporary civilization - 2nd Semester more with the contemporary scene; and emphasis was made on the types of material to be used: Source material, study of problems in depth rather than "wide-ranging exposure to a variety of subjects" (which had reference to bits of documents and readings like the present C.C. Course at Columbia University and other places.) Roughly, this was a change from lectures which covered historical developments from 1500 A.D. to the present, with major emphasis upon the period since World War I, plus consideration of area problems in the Middle and Far East, with class reading based upon selected whole books (no single text), and class discussion based upon the New York Times.

Acting upon this directive from the Faculty, the Chairman utilized the summer of 1956 to organize a syllabus which was put into effect in the Fall of 1956 after consultation with and following the full approval of the Chairman of the Social Science Division (Professor Bogart). Since that time various portions of the course have been modified as a result of experience, but the basic character of the content has remained the same.

PRESENT C.C. COURSE

Content

1st Semester: In accordance with the Faculty directives, three classics were chosen to be studied as a whole and discussed in detail, as expressive of the problem of human freedom and democracy which were assumed to be both basic and current: N. Machiavelli - The Prince and Discourses; J. Locke - Second Treatise on Civil Government; J.S. Mill - On Liberty. This has been followed by an examination of contemporary problems of freedom in American society through the medium of Civil Liberties. The Department prepared mimeographed readings on the background of this problem with a series of 11 major Supreme Court Cases, including the controversial Communist (Dennis) case and segregation in education (Brown v Topeka). The work was climaxed by an address from the director of the American Civil Liberties Union, the topic this year being: Church and State in America.

2nd Semester: Returning to the more precise "contemporary scene" as encouraged by the Faculty, the Department has focussed attention primarily upon the problem of authoritarianism in modern society as seen through Fascism and Communism. The subject was introduced through a view as Contemporary Nationalism, with major emphasis placed upon Communism. Approximately the last five weeks of the term are devoted to an area study of Africa, South of the Sahara, which serves as a focal point for consideration of most of the ideas and issues studied during the year. Bullock's Hitler, a Study in Tyranny; Rostow, Dynamics of Soviet Society; Marx & Engels, The Communist Manifesto; American Assembly, The United States and Africa; and several pamphlets, including Khrushchev's Special Report on the Crimes of the Stalin Era to the 20th Congress; and John Scott's study on Africa. In addition, the class read the New York Times for the whole semester, and saw a special Nazi propaganda picture called Triumph of the Will.

Procedures

1. Daily class discussion with occasional informal lecture-discussion upon the introduction of new topics.

2. Class debates: with briefs prepared beforehand and submitted afterwards.

3. Special papers:

   a) Short papers on special aspects of each classic studied.
   b) Second Semester: in addition to the above,
      1. Special report on a topic based on the New York Times; 1500 words.
      2. Special report on Africa, as seen through the Times: 1000 words.
      3. Special report on Journals of Opinion, examining four special journals: 2000-2500 words.

4. Examinations: Two one-hour Pre-A's during each semester, covering each phase of the work, plus a three hour final. Periodic quizzes during the term at the discretion of the Instructor.

5. Office Hours and Conferences: The Department has made a very special effort to assure a generous allotment of office hour time for students (outside of regular class times) by each member of the staff. We recognize that as an all-Freshman Course our contact with beginning students can be helpful to them, to us, and to the college community as a whole if we arrange to serve in a voluntary advisory capacity.

In addition, this year we initiated special "Conference" time in place of specific class periods during which time was provided to advise with the students about their special papers and regular class activity, as they desired.

SUMMARY OF EXPERIENCE

1. Student response has been most heartening and refreshing - there has been whole-hearted acceptance of the rationale of the course, of the course as a requirement, while the materials have stimulated fruitful discussion in and out of the classroom.

2. Office Hours and Conferences: While the consumption of time in office hours has been considerable, the experience has been most rewarding to the Staff, while more and more students appear to take advantage of this opportunity.

Our experience with the "conference" technique appears to justify its retention if not extension. It serves to bring the student and teacher into a more meaningful social and intellectual relationship. At times I have had as many as eight students crowded into my small office, holding forth a virtual seminar in our work, all on a purely voluntary basis on the part of the students. As we require more independent work from the student, it would be most advantageous if not absolutely essential to extend this system.

3. The classes are too large for discussion. 75% of them (three-fourths) are over the maximum size advised by the Faculty.

4. Paper load will have to be cut down unless additional help is provided.

5. The staff is agreed that, both for teaching and class achievement, it is preferable to study works as a whole and in depth than to pursue the piecemeal approach embodied in the courses like the Columbia C.C. Course.

6. The Course as presently designed and operated provides rigorous intellectual training in substantive meterial sufficiently broad to aid the student in the remainder of his study in the field of the liberal arts.

C.C. and the Four Course Curriculum

After frequent and numerous conferences with the EPC and members of the Social Science Division, but without ratification by any group, the Department has reached the following tentative conclusions (tentative, in the sense that it has been given to expect that it will have a year's time in which to develop the content and procedures of the course if the new curriculum is adopted).

Content of a Sophomore C.C. Course

1. In general:

   a) It will be within the field of the Social Sciences.
   b) It will be representative of the techniques and objectives of all the social sciences, i.e. as far as possible provide a "social science" approach to the study of Man and his Institutions.
   c) Materials will remain primarily within the field of history and government, with effort made to consider social, economic, and psychological problems insofar as specialized aspects of these related disciplines are not involved. This is merely taking note of the requirement in all of the Departments of the Social Sciences of study in the basic course before permission is given to take any advanced course. It is only logical to assume that since the Departments of the more specialized disciplines (economics, psychology, sociology) require a full year to acquaint their majors with the nomenclature and concepts of their disciplines, it would be presumptuous and futile for this Department to exploit these disciplines among a mixed group of Sophomores. Further, the basic approach to the Social Sciences can be demonstrated effectively and fruitfully through the medium of the historical and governmental approach. And, finally, the objective of the course is not only some facts of the Social Sciences (and it is agreed that this does not and cannot displace the beginning course in any discipline), but acquaintance with materials and techniques within this broad area, and use of this body of information for continued emphasis on training in writing and thinking in the Sophomore year.

d) Provision will be made for:

1. Greater philosophical and chronological continuity.
2. More of a unified theme.
3. Continued concern for values as well as facts.
4. More extensive training in analysis and synthesis.

2. Specifics:

a) The present three classics and Supreme Court Cases could will be retained for the First Semester, with alternatives and additions developed for succeeding years, such as the writings of Burke, Rousseau, de Tocqueville, etc., as well as classics in the other disciplines insofar as they are pertinent. But the Department would like to explore the possibility of other materials. More use of special papers with a rigorous conceptual approach.

b) A body of material to be designed for reading which would supplement these works and place these writers and their ideas within appropriate historical perspective, retaining primary emphasis upon the basic works, of course. In this sense, then, the fears of some Departments that C.C. is going to "duplicate" their courses is decidedly ill-founded, if not beside the point. Perhaps this is the best place for the Department to make clear to the Faculty its convictions that such a course as this must be provided some lee-way with respect to the interests and capacities of its staff as well as how to serve in a so-called "core" function. It must be clear to everyone that no one Department in the Division of Social Sciences is ever able to avoid some "invasion" of the domain of some other Department - after all, religion is taught in history, psychology in political science, everything in sociology and history in everything. And who would have it different? Cross fertilization of ideas is imperative in this field. To be meaningful and fruitful, this Course must and should utilize materials from all of the social sciences at one time or another.

c) In the second semester enlarge the time devoted to Communism and Africa, using aids from other Departments as far as practicable. Special facilities for project work for the Sophomore display area, etc., would be desirable.

d) The study of Journals of Opinion might be used the first semester, and the New York Times be required for both Semesters.

e) Review of all class materials would be studied to provide for advanced independent work in the form of special papers and smaller group discussions as staff size permits.

f) All changes and planning for the new course will be discussed with the Social Science Division.

SUMMARY

Some of these changes are already being made for this next year and would have been made whether a new curriculum or not. Since this course is experimental, it must of necessity modify and change with the benefit of experience.

Personnel

1. Recruitment of trained personnel: Since this is a core course, and is to be given at the Sophomore level, it should be presented by personnel who have had some experience in teaching, preferably more than one year. At least two members of the Department should be above instructor level.

2. Because of the increased demands in writing and the need for effective discussion in class, sections of the course should not exceed twenty students. Instructors should carry no more than three sections as a full teaching load. A large staff in Contemporary Civilization is, therefore, called for.

Planning

The Department agrees with the EPC that it would be desirable for the Chairman to have a period of time in which to plan the new course outline after observation and study of the experiences of other schools. Observation at first hand of the use of materials and discussion with personnel of the Courses would be of inestimable value in shaping a course fitted to our needs. It is to be hoped that this thoughtful provision will be implemented by the college.

C. Leonard Hoag
Chairman

(Photo-static copy)

Approved by the Faculty March 21, 1956

Revised Proposals for a Reorganization of the C. C. Course - Recommended by the Educational Policy Committee and Approved by the C. C. Department.

It is proposed that:

1. The material of the first semester be organized around selected root aspects of contemporary civilization so that the focus will be upon the study of problems in depth. The work in the second semester be based upon the contemporary scene, for which area studies may be employed, if the department so decides, and newspapers may be used in one section of the work, if the department so wishes. It is believed that it is more important for the students to have a rigorous intellectual exercise than to have a wide-ranging exposure to a variety of subjects.

2. The students all read the same subject material with the lectures and discussions organized around this material. An effort is to be made to use source and/or related material as much as possible.

3. The major portion of the work be done in lecture-conference groups of not over thirty each, to meet three times a week.

4. A minimum of the equivalent of three full-time adequately trained and experienced men be provided to conduct the course, so that groups of not over thirty will be possible and so that the bulk of the grading and correcting can be done by these men.

Motion: The faculty approves of the reorganization of the C. C. course as recommended by the Educational Policy Committee and approved by the C. C. Department.

Appendix C

It should be noted that there are at least five different ways of satisfying the degree requirement:-- first by receiving a score, now set at 550, on the college board achievement test. It should be pointed out that a great majority of the women and probably over a third of the men do satisfy the requirement in this way, but go on to take a year of foreign language because they choose to. This is particularly true with French and Spanish. Secondly, by passing a proficiency test on either a reading knowledge or a speaking knowledge of a foreign language, at the option of the student. The French department is now regularly giving such a proficiency test three times a year, and the other departments are willing to do so if the need exists. Several students during the past year failed French 12 but worked hard on French reading during the summer, under my guidance, and passed a reading comprehension test in September, to satisfy the degree requirement. It is entirely possible, under our present rules, for a student not to enroll in any language in college, but to work on the language outside of school on his own, or to audit without credit a language course during the winter and then take such a proficiency test. For instance, a student who has had a little German in high shhool but is not good enough to get 550 on the CEEB, and who does not wish to take German in college, could go to Germany during the summer, e.g. on the Experiment on International Living, and acquire sufficient oral fluency in the language to pass a speaking test on his return in September and thus satisfy the requirement. In other words, there is a very large amount of flexibility for all students in satisfying the language requirement, and I anticipate that there will be very few students, comparatively, who will be confronted with the necessity of dropping a foreign language course in mid-years and scrambling for something else to fill its place. It may be noted in passing that in the case of German, the Chemistry department is already desirous of putting a Chemistry course into the place of language in the fourth semester.

I think it should also be noted that the great majority of students actually satisfy the degree requirement by one year of French or Spanish in college, even if they do not get 550 on the CEEB; then some of them take two years of Russian or German because of their professional interests. It is likely that they will wish to continue to do this even under the four-course program. This has nothing to do with the degree requirement nor with the problem of a fourth semester.

Stephen A. Freeman

Appendix D

An important policy statement concerning the attitude of the Department of Defense toward compulsory ROTC is contained in a letter received by Council President Arthur S. Adams from Charles C. Finucane, assistant secretary of defense for manpower, personnel, and reserve, dated February 15, 1960. The statement follows.

In view of current deliberations concerning compulsory basic ROTC now going on at many of our universities, I thought it would be helpful to give a full explanation of the Department of Defense policy on this subject.

The Department of Defense policy is to leave the decision entirely up to the educational authorities concerned. The Department will support the decision of the institutional authorities by furnishing the necessary instructors and equipment. It might be said that the Department of Defense favors "freedom of choice" on this question. I would now like to explain just why this policy was chosen.

First, let us consider the legal implications. The Morrill Act of July 2, 1862 requires that land-grant colleges offer courses in military tactics. It does not require compulsory basic ROTC per se. Sixty-one of the sixty-four land-grant colleges having ROTC have chosen compulsory ROTC. The Department of Defense courses of action are limited to either favoring compulsory or favoring elective or favoring "freedom of choice" by the institution.

In order for the Department of Defense to support a policy of favoring compulsory basic ROTC, a military requirement should exist for such a policy. Such a military requirement does not exist. This statement is based on an objective analysis of two basic considerations; namely, the qualitative and quantitative requirements. Compulsory basic ROTC is not needed to meet quality standards nor is it needed to produce the number of officers required. Surveys of the academic standings of ROTC officers in the Service Schools following commissioning do not furnish conclusive evidence as to whether elective or compulsory programs produce the higher quality officers. Analysis of the information available on this subject reveals that quality depends primarily on first, the individual--his intellectual and moral attributes and his motivation for a Service career and, secondly, the university--its academic standards.

The second consideration related to the existence of a military requirement for compulsory basic ROTC is the capability of the program to produce the number of officers required. As a result of a study on this aspect of the problem, the military departments have estimated their annual requirements for the next ten years as follows:

Army	14,000

Let us first consider the Army's capability to produce 14,000 officers. One hundred and fifty-four (154) of the 233 schools having Army ROTC have compulsory basic ROTC. Reliable estimates indicate that college enrollments will double during the next decade while the requirement for officers from the ROTC program will remain constant. Using an attrition factor of 70% (for each 100 freshmen entering the program, 30 graduate and become officers) a maximum total enrollment of 112,000 is required at the beginning of any fiscal year to produce 14,000 officers four years later. The planned enrollment at the beginning of FY 1961 is 166,000, which is 54,000 in excess of requirements. Seventy percent is the actual attrition of the FY 1958 graduating class from Army elective ROTC schools. The national average for all college students was 40%. Now with the expected doubling of college enrollments during the next decade, and if the same schools continue compulsory basic, total Army ROTC enrollments can be expected to be around 300,000 in 1970, which would result in 178,000 in excess of requirements.

Many schools will continue compulsory basic ROTC. It has been traditional at many universities. Authorities at many institutions sincerely believe, and rightly so, that the compulsory policy makes a significant contribution towards orderly conduct for the entire student body as well as giving individuals a sense of responsibility not otherwise obtainable. Furthermore, the two years of basic training are not wasted. They may prove invaluable to the individual in the event of a future emergency. However, even assuming that as many as one-half of the schools now having a compulsory policy will change to an elective policy by 1965, there will still be more students enrolled than are required to produce 14,000 officers.

From the above discussion, it is concluded that a military requirement does not exist for a compulsory basic ROTC program and that the Department of Defense has no basis for favoring such a program.

Now there is merit in a Department of Defense policy favoring elective basic ROTC... Yet the Department of Defense realizes that many fine institutions will desire to continue compulsory basic ROTC and it is felt that if such is the case these schools should be supported by the Department of Defense in carrying out such a policy by our furnishing the necessary instructors and equipment. We have, therefore, found it advisable to adopt a policy of "freedom of choice" leaving the decision entirely up to the institution.

Before closing let me assure you that the Department of Defense by adopting the above policy on compulsory basic ROTC does in no way intend to downgrade the importance of ROTC. The ROTC is the single most important program for producing officers for both the Regular establishment and the Reserves. Its importance demands that we are constantly working with the educational authorities in improving the curricula. We are also concerned about the trend in recent years towards reducing the academic credit given for ROTC. With your help, we expect to be able to arrest this trend. We are also seriously considering ways in which the Federal Government may give additional support to institutions having ROTC units. I have mentioned these other things to assure you that we do realize the importance of ROTC and are doing something to show that we do.

Let me say in summary that the Department of Defense realizes the major importance the ROTC plays in producing officers of the highest caliber for our armed forces. The Department of Defense is taking steps to insure that the ROTC program accomplishes its objectives. The Department of Defense feels that its policy on compulsory basic ROTC will actually provide for a more effective ROTC program.

Appendix E

In its original Report to the Faculty of September 1959, the Educational Policy Committee proposed no limit to the maximum number of courses which a student might elect in his major field. It argued that responsible advising within the department would prove the most satisfactory way of assuring that a student's liberal background would not be forsaken for narrow specialization. Because this problem of the relation of the major to the student's total program has been vigorously debated, the Educational Policy Committee asked a subcommittee from the faculty at large to consider the question. The subcommittee, chaired by Professor Smith, consisted of Professors Baldwin, Ewell, Moyer, Scott, and Watkins. On March 8 its report was submitted to the Educational Policy Committee, which voted unanimously to incorporate its conclusions into the revised recommendations to be presented to the faculty.

The subcommittee report is as follows:

1. That the mission of the committee was properly to devise a plan which would insure the breath which is implicit in the term "liberal arts education." While the placing of a limit on the number of courses taken within the major department may achieve this end, other devices may be equally or more effective. The committee therefore felt free to consider other means to the desired end.

2. That the major should be viewed as a unit of study involving both courses within the department and required cognates outside it. This conviction placed the assigned problem in a new light. The problem became one of balancing the demands of the major including cognates against the urgency of breadth in the total liberal arts curriculum.

3. That a desirable balance between the work in the area of academic concentration and the work outside it should be assured in the four-course curriculum if each student is required to take six (6) of the sixteen units of work outside the division in which he majors. It is suggested that approximately one-third of the academic program be devoted to courses within the major department; a second third would be devoted to more or less directly related courses. The relationship between these first two-thirds of the academic program would admittedly vary within the particular department situation. It is felt, however, that the remaining approximate third (six year-units or equivalent semester-units) should be outside the division of major. It is felt that this provision alone, when integrated with the language, laboratory science, revised Freshman English and revised Sophomore C.C. course requirements, would assure adequate breadth. Any of the above listed courses would count for the six courses as long as they were outside a division of the major.

4. The committee notes that students who wish to undertake [the equivalent of our present] joint and/or double majors may have difficulty in meeting the six year-unit requirement just outlined. Since such students are often justifiably supported by the faculty in selecting these majors, it is felt that the Chief Adviser should be authorized to waive the requirements where demands of the double major (all the requirements of each two majors) or the joint major as outlined by two departments make fulfillment impossible.

Appendix F

REPORT OF THE SUBCOMMITTEE ON "CONVERSION"

The Subcommittee considered problems that would occur in converting to a 4-course program if such a program were instituted. The conversion was envisaged (1) as taking place all at once, or (2) being effected by stages. Our observations are as follows.

1. Entire conversion at one time (fall of '61):

(a) Students who had just completed English 10 would require special English 11 sections (augmented by additional work to qualify as 4-credit courses) for one year only. English 11 sections rather than English 12 sections are recommended since they emphasize English literature (writing having already been covered in English 10) and would require somewhat less staff. Students who fail English 11 as sophomores in '61-'62 would be required to make this up by taking English 12 the following year.

(b) C.C. would be omitted during the first year since it is being changed from a freshman to a sophomore course. Students who had failed C.C. as freshmen would wait until junior year and take the new C.C. course.

(c) For freshmen who had just completed Language 11 courses there would need to be sections offered of Language [illegible] courses (augmented to 4-credit courses) for one year. New freshme[illegible] with the proper preparation could take either this work or one [illegible]f the new language courses, as the departments might determine.

(d) Departmental major requirements would have to be adjusted for each of the three classes (sophomores, juniors, seniors) that would be partly under one program and partly under the other. These adjustments should be made by the individual departments at their discretion.

(e) Course requirements for graduation would be set up for all students who come under both programs. These requirements would be based on the "normal" year of 30 semester-hour credits under the 5-course program as being equivalent to a year of 8 semester courses under the 4-course program. (See accompanying table.)

With this method of conversion, the Subcommittee recognizes the above problems. It also realizes that there is the very real problem of anticipating what will be the enrollments in the various courses. It believes, however, that these problems can be worked out.

2. Conversion first of the freshman year (fall of '61) followed a year later (fall of '62) by conversion of all other courses:

(a) Special English 11 sections for one year would be required as in (1a) above but would be the same (3-credit) English 11 as at present.

(b) C.C. would be omitted for one year as in (1b) above.

(c) Language 11 courses would convert to the new program but Language 21 courses would continue unchanged the first year. Entering freshmen would enroll at the level for which they were qualified.

(d) Departmental major requirements would have to be adjusted for the two classes (juniors, seniors) that would be partly under one program and partly under the other.

(e) Course requirements for graduation for students under both programs would be set up as in (1e) above.

(f) Upperclassmen taking the new freshmen courses during the year of transition would receive 4 credits for each such semester course.

(g) Conversely, freshmen entering with advanced standing in any subject, including the languages, would have one of their four courses a 3-credit course. However, it would not seem desirable on that account to increase the number of courses required of them for graduation. (The work would be at a higher level and would presumably be that much more difficult for freshmen, and furthermore, with one such course the freshman would still be carrying the equivalent of 15 hours.)

The Subcommittee believes that the problems of converting in this manner are somewhat less than those of converting all at once as in (1). The reasons for this are as follows: the continuance of English 11 unchanged for those who have taken English 10 (see 2a), fewer changes required in the language courses (see 2c), and fewer adjustments needed in the major programs (see 2d). It also appears that the Language Departments might be better able to anticipate the enrollments in their elementary and intermediate courses if the conversion were made in two steps. Against these advantages some might object to giving upperclassmen extra credit for the new freshmen courses (see 2f). This, however, is merely extending to a further area the present practice of giving extra credit for the laboratory science courses and the new courses are supposed to require as much of the student's time and effort as do the present science courses. It has further been suggested that psychologically it would be difficult to have part of the college under one system and the rest of the college under another. The Subcommittee, however, does not believe that this will be a factor of any great importance. And it does foresee that it would be somewhat easier for the faculty to make the changes in their courses over a period of two years rather than all at once.

For these reasons the Subcommittee recommends conversion over two years as just described.

The Subcommittee also discussed other methods of conversion but for several reasons did not feel favorably inclined towards them. First, the structure of the college offerings separates only the freshman courses and the freshman year from the other courses and years. A break at any other point than between freshman and sophomore years would seem to present only further difficulties. Secondly, the integration of course and credit requirements would be complicated further by other methods of conversion (upperclassmen would be taking

all kinds of mixtures of 3-credit and 4-credit courses). Finally, the nature of the EPC proposal with C.C. in the sophomore year and Independent Study in the senior year creates additional difficulties if other methods of conversion were attempted.

E. W. Flavin
A. K. D. Healy
Werner Neuse
H. B. Prickitt
E. K. Roberts
P. E. Tillinghast
H. E. Woodin
D. H. Ballou, Ch irman

CONVERSION TABLE - Course requirements for graduation should conversion be made to a 4-course program.

Since a normal semester program of five 3-credit courses totals 15 credits and this becomes equivalent to four 4-credit courses, a student should take one semester course for each 3 3/4 (i.e. 15 ÷ 4) credits he needs for graduation. That is, in terms of Middlebury courses a student who at the time of conversion to the 4-course program has the following number of credits on his record will need the following corresponding number of courses to graduate:

With	116 1/2	thru	119 1/2	credits	needs	1	semester	course
	112 1/2	-	116	"	"	2	"	courses
	109	-	112	"	"	3	"	"
	105	-	108 1/2	"	"	4	"	"
	101 1/2	-	104 1/2	"	"	5	"	"
	97 1/2	-	101	"	"	6	"	"
	94	-	97	"	"	7	"	"
	90	-	93 1/2	"	"	8	"	"
With	86 1/2	-	89 1/2	credits	needs	9	semester	courses
	82 1/2	-	86	"	"	10	"	"
	79	-	82	"	"	11	"	"
	75	-	78 1/2	"	"	12	"	"
	71 1/2	-	74 1/2	"	"	13	"	"
	67 1/2	-	71	"	"	14	"	"
	64	-	67	"	"	15	"	"
	60	-	63 1/2	"	"	16	"	"
With	56 1/2	-	59 1/2	credits	needs	17	semester	courses
	52 1/2	-	56	"	"	18	"	"
	49	-	52	"	"	19	"	"
	45	-	48 1/2	"	"	20	"	"
	41 1/2	-	44 1/2	"	"	21	"	"
	37 1/2	-	41	"	"	22	"	"
	34	-	37	"	"	23	"	"
	30	-	33 1/2	"	"	24	"	"